



Montana Common Core Standards Transition Plan



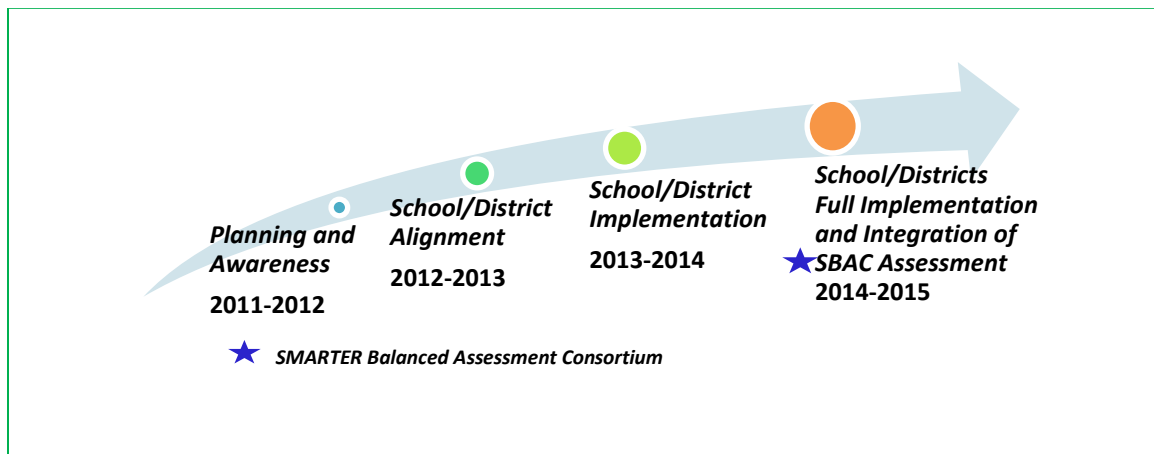
**Montana Office of Public Instruction
November 2011**

Adapted from the Vermont Department of Education with Permission.

Overview

On November 4, 2011, Montana adopted the Common Core State Standards in English Language Arts, Literacy in History/Social Studies and Technical Subject, and Mathematical Practice and Mathematics. The adoption by the Montana State Board of Education serves as a catalyst for the transformation of K-12 education in Montana. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common rigorous standards. This expectation, in turn, will require sustained professional development (PD) efforts in all Montana schools.

Montana Common Core Standards Timeline



The transition period between the adoption of the MCCS in 2011 and the administration of the assessment of those standards in 2015 requires successive phases of implementation, each phase, a prerequisite for the next.

The Montana Office of Public Instruction (OPI) has developed an implementation plan for the transition to the MCCS. The implementation plan begins with outreach to educators, parents, students, and community organizations about the value and benefits of MCCS. Professional development will focus on educators gaining a full understanding of the standards in Mathematics and English Language Arts and aligning instruction, curriculum, and assessments to the new standards by 2014-2015.

- **2011-12 Planning and Awareness Phase** introduces the rationale and benefits of the MCCS to educators.
- **2012-13 School/District Alignment Phase** will require educators to identify, understand and implement significant curriculum and instructional changes in the mathematics and English Language Arts (ELA) and literacy standards. During this phase educators will analyze and improve instructional practices.

English Language Arts and Literacy Instructional Changes

- Balance reading informational text and literature
- Write to inform or persuade using evidence
- Foster understanding of the three components of text complexity
- Target speaking and listening as well as Language
- Include Literacy in History/Social Studies, Science, and Technical Subjects

Mathematics Instructional Changes

- Integrate Standards for Mathematical Practice into instruction and assessment
- Focus instruction on the “big ideas” that progress from year to year and provide mathematical coherence
- Build number concepts in grades K-5 to deepen understanding and application of math in grades 6-12
- Incorporate significant algebra, geometry, and probability and statistics in grades 6-8
- Emphasize mathematical "modeling" in high school to ensure rigor, relevance, and college and career readiness
- **2013-14 School/District Implementation Phase** will continue to focus on curriculum alignment, implementation, and accessing the full range of assessment strategies to ensure success for all students.
- **2014-15 School/District Full Implementation of the SBAC Assessment Phase** and Montana Common Core Standards in every school district.

Recommended Model for Implementation				
	Mathematics	English Language Arts/Literacy	Assessment	District/School Curriculum and Instruction
2011-12	<ul style="list-style-type: none"> ○ K-12 Standards for Mathematical Practices ○ K-12 Mathematical Progressions ○ K-2 Counting and Cardinality ○ K-2 Whole Number 	<ul style="list-style-type: none"> ○ K-12 English Language Arts/Literacy Practices ○ K-5 Foundational Skills ○ K-5 Writing Standards ○ K-12 Speaking, Listening, & Language Standards 	<ul style="list-style-type: none"> ○ MontCAS 	<ul style="list-style-type: none"> ○ Curriculum Development and Alignment Process ○ Professional Development
2012-13	<ul style="list-style-type: none"> ○ K-5 Number and Operation in Base-Ten ○ 6-7 Ratios and Proportional Relationships ○ 8- Expressions, Equations ○ 9-12 Design Coursework 	<ul style="list-style-type: none"> ○ K-12 Reading Literature and Informational text including literacy nonfiction through use of text complexity ○ K-12 Writing Standards ○ K-12 Speaking, Listening, and 	<ul style="list-style-type: none"> ○ MontCAS ○ Local Formative and Interim Assessments ○ Analyze MontCAS field test items aligned to Montana Common Core Standards 	<ul style="list-style-type: none"> ○ Instructional Materials Selection ○ Professional Development

Transition to the Montana Common Core Standards: Professional Development

		Language Standards		
2013-14	<ul style="list-style-type: none"> ○ K-5 Operations and Algebraic Thinking ○ 6-7 Expressions, Equations ○ 8- Functions ○ 9-12 Modeling 	<ul style="list-style-type: none"> ○ K-5 Reading Literature 50% and Information Texts 50% ○ 6-8 Reading Literature 45% and Information Texts 55% ○ 9-12 Reading Literature 30% and Information Texts 70% ○ K-12 Writing Standards- Balance of text types ○ K-12 Speaking, Listening, and Language Standards 	<ul style="list-style-type: none"> ○ MontCAS ○ Local Formative and Interim Assessments ○ Analyze MontCAS field test items aligned to Montana Common Core Standards 	<ul style="list-style-type: none"> ○ Evaluation of Curriculum and Instruction Process ○ Professional Development
2014-15	<ul style="list-style-type: none"> ○ K-12 Full implementation 	<ul style="list-style-type: none"> ○ K-12 Full Implementation 	<ul style="list-style-type: none"> ○ Local Formative practices, one option is SMARTER ○ Local Interim assessments, one option is SMARTER ○ SMARTER Balanced Assessment Consortium required Summative Assessment 	<ul style="list-style-type: none"> ○ Curriculum, Instruction, Assessment Cycle

The OPI supporting documents that outline detailed descriptions for the Recommended Model of Implementation: <http://opi.mt.gov/MontanaCommonCoreStandards>

- Montana Common Core Standards Communication Plan: Where we are and next steps
- Montana Common Core Standards Work Plan
- Getting Ready: Transition to the Montana Common Core Standards and Assessment Professional Development for English Language Arts and Literacy
- Getting Ready: Transition to the Montana Common Core Standards and Assessment Professional Development for Mathematics
- Montana Curriculum Development Guide
- Montana District/School Curriculum Alignment Process
- Montana Instructional Materials Selection Toolkit
- Indian Education for All Companion Guide to the Montana Common Core Standards
- The Montana Common Core Standards Professional Development and Modules

Each of the phases demands intensive professional development at the state, regional and local level. Therefore, collaboration will provide the most effective face-to-face and online opportunities to meet this demand. Collaboration with districts, schools, Montana Regional Service Areas, Montana Curriculum Consortia, the OPI Curriculum and Instruction unit, the OPI

Indian Education Division, and professional organizations must pursue proven programs as outlined in Learning Forward's Standards for Professional Development described in the following section.

Professional Learning

Research has shown that successful professional development means “a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement, *“Learning Forward”* (formerly the National Staff Development Council).

Learning Forward's [Standards for Professional Learning](#) below outline characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results.

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocates, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Conclusion

Educators in schools and districts across Montana will need systems that incorporate these research-based elements of practice that work together to create a consistent culture of learning.

The MCCS, powered by effective professional development systems, are a significant driver of the transformation of education in Montana. A truly effective implementation of the MCCS demands innovation in learning environments, technology and systems that support all students to meet rigorous 21st century expectations. This is an introduction to the specific English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects documents that will serve as a guide for schools and districts in their implementation of the MCCS within the broader frame of transforming opportunities for all students. It will evolve and grow as new resources are created or identified and further connections are mapped to a new course for education in Montana.